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| **Week** | **Student Objectives** | **Key Vocabulary** | **Phonics** | **Read Aloud/Writing** | **Interdisciplinary Connections** |
| 1-2 | **RL.2.2 and SL.2.4** Retell folktales from diverse cultures, determining their central message or lesson.  **RF.2.4a**  Read poetry, informational text, and literature on grade and stretch levels.  **SL.2.3**  Ask and answer questions of a speaker who reads a folktale from her home country.  **RL.2.9**  Compare a variety of versions of Stone Soup, contrasting the differences in story elements and key details.  **RL.2.9**  Compare a poetry version and a prose version of the same Pied Piper legend.  **L.2.1b**  Learn the irregular forms of plural nouns.  **SL.2.5**  Memorize a Robert Louis Stevenson poem and record it. | character  conclusion  folktale  index  irregular  legend  narrative poem  noun  plot  plural  setting |  | **FOCUS:** Getting the central lesson, message, or moral from stories, fables, and folktales  **Poems can be found at http://www.poetryloverspage.com/poets/stevenson/stevenson\_ind.html**   * + Introduce the unit by asking students about using their imaginations to go places. Introduce a poet who lived over 100 years ago and also loved to go places in his imagination: Robert Louis Stevenson. As a child, he was sometimes sick. While confined to his bed, he created imaginary lands in his head, such as, “The Land of Counterpane.” He also loved the sea. As students read his poems, have them think about his imagination and how he loved to wonder about the world. (You may want to read and reread his poetry throughout this unit, encouraging the students to look for poetic elements. Most of all, direct children to enjoy the idea of going places in their minds as you read folktales from around the world. Having a large world map to mark the place from which the story comes will make this unit have a stronger geography focus.) (RL.2.4)   + **The Pied Piper of Hamelin by Robert Browning (Poem)**   + Introduce the poem “The Pied Piper of Hamelin” by Robert Browning. This poem is a narrative based on a legend that is thought to have happened in Hamelin, Germany. Remind students that a legend is a story in which some things really happened and other things have been exaggerated over time as the story was passed down through generations. Read the poem to the children. Give the children an opportunity to retell the story, confirming that they understood the main events of the story. (The language in this poem is quite sophisticated. Reading the Kellogg book first will scaffold student comprehension of the poem. It will also provide another opportunity to compare versions.)   + Ask questions such as:   How many of you think this story could have really happened?  What was the story teaching? (RL.2.2, SL.2.4. L.2.4a )   * + **After reading “The Pied Piper of Hamelin,” do a word activity based on the poem.** Collect some plural nouns from the poem. Talk about the singular for each word and how it is made plural (e.g., rats, babies, vats, children, tongues, shoes, and mice). Extend this activity by especially collecting the plurals of irregular nouns. (L.2.1b)   **Read Aloud: *Stone Soup* by Marcia Brown, *Stone Soup* by Jon J. Muth, and *The Real Story of Stone Soup*  by Ying Chang Compestine**   * + Read the book, Stone Soup (Marcia Brown), aloud to the students. Introduce other versions of the book (e.g. Muth, Seeger, Davis). Compare and contrast the versions of the story, using a teacher-created graphic organizer that addresses “who, what, where, why, when, how” questions or a graphic organizer that addresses “character, setting, plot, conclusion” categories. Encourage student participation by handing each child three Post-Its to use to post information on the graphic organizers. (RL.2.2, RL.2.9)   + **Read Aloud: *Martina the Beautiful Cochroach, A Cuban Folktale***   + **Invite speakers to read folktales from home countries.** For example, invite someone from Cuba or the Caribbean to read Martina the Beautiful Cochroach: A Cuban Folktale(Carmen Agra Deedy). As the vistor reads the story, have students consider what message the folktale might teach. When the story is over, the speaker could share some information about the country from which the folktale comes. Give an opportunity for students to ask questions about the folktale and the country. (SL.2.3, RL.2.2)   + **Have students select a folktale to read.** Provide each student with a piece of plain white paper. Then, give these instructions to the children:   “Read a folktale with a partner (a stronger reader could read to a weaker reader, or they could take turns, or read chorally). When you are finished reading the folktale, follow these directions:  Fold your paper into fourths.  Draw a picture of the main characters in one square.  Draw the setting in another square.  Draw your favorite part of the plot in another square.  In the last part, write a few sentences describing what you think the folktale is teaching.   * + Each time the students do this activity, substitute one more square with writing instead of drawing. As a student reads the last book independently, have them use the four-square outline to write a retelling of the folktale. (RL.2.2, RL.2.5, RL.2.7, RL.2.10, W.2.7, SL.2.2)   + Explain to the students that Sergei Prokofiev is a Russian musical composer who wrote a musical rendition of the folktale called “Peter and the Wolf.”  Explain that he used different musical instruments to represent the characters in the story. Compare and contrast different productions of this piece (e.g., animated version, music-only CD, video of the ballet). (RL.2.2, RL.2.6, RL.2.9, SL.2.2)   + **Revisit the Robert Louis Stevenson poetry, reminding students how they have used their imaginations to visualize the folktale being read and the places being read about (see the first “Class Discussion / Poetry” activity).** Discuss how repeated readings may deepen a poem’s meaning, and challenge the students to memorize one of the poems to share in front of the class. Record the students’ poetry performances with a video camera. (RL.2.4, SL.2.5) | **Music**: Prokofiev  **History & Geography:** World geography (e.g., places of origin for folk tales: Nigeria, Thailand, Mexico, Peru, etc.; cultural comparisons)    **History & Geography:** (e.g., E Pluribus Unum, Ellis Island, etc.) |
| 3-4 | **RI.2.7**  Use text features in non-fiction to aid comprehension of the text. | index |  | * + **FOCUS:** Getting the central lesson or message from informational text   + **Read Alouds;** (Informational Texts)   + *Shoes, Shoes, Shoes by Ann Morris*   + *On the Go* by Ann Morris and Ken Heyman   + *Bread, Bread, Bread* by Ann Morris and Ken Heyman   + *Houses and Homes* by Ann Morris and Ken Heyman   + **The informational books in this unit are based on a theme like “shoes” or “bread.”** For example, the author of these books, Ann Morris, studied, interesting shoes from all around the world, had photographs taken of them, and then published them in a book, Shoes, Shoes, Shoes. As students read the books, ask them to look at the way the book is organized and locate the information about each photograph by using the index. As they study the book, challenge them to find the location on a world map from where those shoes came. To link to geography, give each pair of students a world map to mark as the text moves from one place to another. (After the students have had an opportunity to study multiple books in this series, ask them why they think the author wrote these books for children.) (RI.2.5, RI.2.10, RI.2.6)   **Read Aloud:**  If the World Were a Village: A book about the World’s People   * + **If the World Were a Village: A Book about the World’s People (David Smith) is an informational book packed with rich facts about the world.** One of the interesting things about this book is that it shows the world as if it were a village of just 100 people. Although you may have time for just a few pages, focus on how much information can be learned from the illustrations and text. Keep a list of the information that the students glean from the pages as you read. (RI.2.3, RI.2.6, RI.2.7) |  |
| 5-6 | **W.2.3**  Write imaginary narratives in which they tell a well-elaborated story based on the study of various countries.  **W.2.3**  Write an opinion piece on why folktales were handed down. |  |  | * + **FOCUS:** Opinion/Narrative Writing   + **Give the students this prompt: “Write an imaginary narrative telling about a time you passed through a mysterious door and ended up in a different country.** The country may be from our folktale unit, from a book you have read, or just a place you want to visit. Be sure to say where you find the door, the country where the door leads, and how you arrive back where you began. Include details to describe action, thoughts, and feelings. Be sure to end your story well, thinking about how authors wrap up stories.” (W.2.3, L.2.2a)   + **Give the students this prompt:“All of the stories we read in this unit were folktales of some kind.** Why do you think stories are handed down from one group of people to another? Be sure to support your opinion with strong reasons.” (W.2.1) |  |